Ministry of Advanced Education

Annual Report for 2015-16

saskatchewan.ca

Government of Saskatchewan

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Letters of Transmittal

The Honourable Scott Moe
Minister of Advanced Education

Her Honour, the Honourable Vaughn Solomon Schofield,

Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2016.

The report demonstrates the Ministry's ongoing efforts to support post-secondary students and institutions so that people gain the skills and qualifications Saskatchewan employers are looking for now and in the future.

Advanced Education is committed to increased accountability, honouring government commitments and responsibly managing expenditures.

Scott Moe

Minister of Advanced Education

Louise Greenberg
Deputy Minister of Advanced Education

The Honourable Scott Moe,

Minister of Advanced Education

May it Please Your Honour:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2016.

I am proud of the work done by everyone at Advanced Education to provide supports to students and post-secondary institutions in Saskatchewan. This report contains highlights of work done by the Ministry and in the sector to ensure all our students can continue to access high quality programs that give them the training needed to enter the workforce.

The information contained in this report is accurate, complete and reliable. It provides a full picture of Advanced Education's activities and financial administration.

Louise Greenberg

Louise Greenberg, Ph.D.

Deputy Minister of Advanced Education

Introduction

This annual report for the Ministry of Advanced Education presents the Ministry's results for the fiscal year ending March 31, 2016. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Advanced Education Plan for 2015-16*. It also reflects progress toward commitments from the Government Direction for 2015-16: Keeping Saskatchewan Strong, the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*, throne speeches and the Ministry.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The Ministry's activities in 2015-16 align with Government's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

Sustaining growth and opportunities for Saskatchewan people
Meeting the challenges of growth
Securing a better quality of life for all Saskatchewan people
Delivering responsive and responsible government

Together, all ministries and agencies support the achievement of Government's four goals and work towards a secure and prosperous Saskatchewan.

The Ministry of Advanced Education is responsible for the post-secondary education system that supports a growing Saskatchewan and leads to a higher quality of life. The Ministry will work with post-secondary institutions towards system innovation and sustainability. Together we are working to:

- increase participation in and completion of high-quality advanced education for all students, especially First Nations and Métis people;
- retain educated and skilled workers in the province; and
- attract students from outside the province and the country by promoting Saskatchewan's opportunities.

To ensure Saskatchewan's economy continues to grow, the Government of Saskatchewan is committed to educating, training and developing a skilled workforce. Our strong, innovative and diverse post-secondary system is well placed to provide students with the skills and knowledge they need to be part of a strong Saskatchewan. Upon completing their education, graduates will be well positioned to benefit from the many opportunities this province offers while contributing to the overall success of their employers and of Saskatchewan.

Ministry Overview

The Ministry of Advanced Education's employees all work out of the Ministry's Regina offices, with the exception of one employee located at the University of Saskatchewan campus.

The Ministry is divided into two divisions:

- Sector Relations and Student Services includes the Universities and Private Vocational Schools Branch, the Technical and Trades Branch, and Capital Planning Unit. All work directly with Saskatchewan's post-secondary institutions. The Division also includes the Student Services and Program Development Branch, which manages the Student Services Call Centre, the team supporting student loan applicants and recipients.
- The Corporate Services and Accountability Division provides supports within the Ministry. The Division includes the Corporate Finance Branch, the Planning Strategy and Evaluation Branch, the Property Management and Support Services Branch, and the Business Systems and Risk Management Branch.

The Ministry maintains agreements with other provincial jurisdictions to support Saskatchewan students in specialized post-secondary education programs that are not delivered in Saskatchewan.

The Ministry builds collaborative partnerships to support effective delivery of programs and services for students and graduates in Saskatchewan. The Ministry is committed to continuous sector improvement through research, analysis, evaluation, and policy development.

Post-Secondary Education in Saskatchewan

The Government of Saskatchewan provides a variety of financial supports to students and graduates, as well as leadership and funding to post-secondary institutions to ensure they are responsive to labour market needs, accountable and effectively governed.

Post-secondary programs and services are delivered through partnerships with a diverse group of institutions and organizations. Our Ministry ensures strategic alignment and effective two-way information sharing between the Ministry and:

- The University of Saskatchewan (U of S);
- The University of Regina (U of R);
- Saskatchewan Polytechnic (Sask Polytech - formerly Saskatchewan Institute of Applied Science and Technology);
- federated and affiliated colleges;
- regional colleges;
- Lakeland College;
- Saskatchewan Indian Institute of Technologies (SIIT);
- Northern Teacher Education Program/Northern Professional Access College (NORTEP/NORPAC);
- Dumont Technical Institute (DTI); and
- Gabriel Dumont Institute (GDI).

The Ministry registers and monitors private vocational schools to ensure compliance with the legislation to protect student interests. It provides secretariat support to the Saskatchewan Higher Education Quality Assurance Board (SHEQAB), which oversees a quality assurance process that ensures degree programs meet high quality standards.

Saskatchewan's post-secondary system provides support to the province's labour force development. Saskatchewan's advanced education network – particularly the U of S and the U of R – supports research and development, an innovation agenda and related science and technology initiatives.

Progress in 2015-16

Government Goals - Improving Education Outcomes

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth*: improving education outcomes.

The following range of strategies and actions help students finance and suceed in post-secondary education.

Ministry Goal

Students succeed in post-secondary education.

Strategy

Provide financial supports for current and future students.

Key Actions and Results

Support savings for post-secondary education through the Saskatchewan Advantage Grant for Education Savings.

- ⇨ Under the Saskatchewan Advantage Grant for Education Savings (SAGES) program, families are eligible for a 10 per cent top-up of up to $250 per child each year for their Registered Education Savings Plan. The Ministry provided $6.5 million in SAGES contributions.
- ⇨ There are now 27 financial institutions offering SAGES, compared to 15 last year.

Provide financial student supports including the Canada-Saskatchewan Integrated Student Loan, the Saskatchewan Student Bursary, grants and scholarships.

- ⇨ Saskatchewan student loans totalling nearly $57M were disbursed to 12,889 full-time students through the Canada-Saskatchewan Integrated Student Loan Program. (See the Ministry of Advanced Education Student Aid Fund Annual Report for further details.)
- ⇨ The Ministry provided $12.2M in scholarships. Combined with money raised by post-secondary institutions, students received close to $15M. Some examples include:
  - ↳ $2.7M to students – including Saskatchewan students studying abroad and international students attending programs in Saskatchewan – through the Saskatchewan Innovation and

Provide financial supports for current and future students

Lieutenant (Navy) Michael Bell, an Intelligence Officer with the Canadian military, was awarded the Saskatchewan Scholarship of Honour in November. He was honoured for his service and deployments to north and west Africa in 2012 and 2013 while serving with the Canadian Special Operation Forces Command.

Bell enlisted in 2009. He has since served with the Chief of Defence Intelligence, Canadian Special Operation Forces Command, and Chief of Force Development. "It was a privilege to receive the Scholarship of Honour from the Government of Saskatchewan. The financial support is greatly appreciated as I pursue my Executive Master's in Business Administration, but it is even more motivating to be recognized by the Province at the Legislature. Sometimes we lose sight of how much respect Canadians have for the uniform," said Bell.

Bell will be graduating in 2017.

Since its inception in 2009, 147 heros have been awarded scholarships totalling $750K.

-courtesy of Lt(N) Bell

Opportunity Scholarship (SIOS). This scholarship provides support to students in emerging fields of study. Support for SIOS is matched by institutions, the private sector and community based partners.

- Last year over 18,500 students received just over $9M through the Saskatchewan Advantage Scholarship (SAS). SAS provides all recent grade 12 graduates, including Adult Basic Education (ABE) and General Education Diploma (GED) students, up to $500 per year, to a lifetime maximum of $2,000, to reduce their tuition costs at a Saskatchewan post-secondary institution.
- Twelve students, eleven of them returning soldiers, received the Scholarship of Honour. The scholarship provides $5,000 towards post-secondary education to current or former Saskatchewan residents enrolled in a post-secondary institution in Canada. It honours returning soldiers, as well as the spouses and children of injured or fallen members of the armed forces (see story).

⇨ The Ministry provided eligibility assessments for 4,500 students seeking financial supports as well as program support for the Provincial Training Allowance (PTA) in co-operation with the Ministry of the Economy. The PTA provides a living allowance for low-income adult students enrolled full-time in basic education, workforce development programs or quick skills training.

Strategy

Provide non-financial supports for students.

Key Actions and Results

Support credit transfer between Saskatchewan post-secondary institutions.

⇨ A coordinated transfer credit system allows students to transition easily between institutions. It also makes our post-secondary institutions more attractive to national and international students.

⇨ The Credit Transfer Working Group, which includes the U of R, U of S, Sask Polytech and the Ministry, met all of its commitments. Students seeking credit transfers are supported by:

- an up-to-date, easy-to navigate transfer credit guide online;
- effective relations in the academic community;
- an inventory of collaborations between institutions;
- standardized transfer credit guides using shared terminology; and
- a single website to direct users to credit transfer information at saskatchewan.ca.

⇨ Transfer agreements are also in place with out-of-province institutions. For example, graduates from the Sask Polytech Civil Engineering Technology Diploma program can transfer credits to the Bachelor of Science, Construction Project Management Program offered at the Southern Alberta Institute of Technology.

Increase student access to open education resources.

⇨ Saskatchewan is collaborating with British Columbia and Alberta to develop and share open educational resources that are free to students.

⇨ A total of $250K in grants was provided to the U of R, U of S and Sask Polytech to encourage the development of open educational resources.

- Seven projects underway at the two universities are projected to save students as much as $468K per year.
- Sask Polytech is developing three course modules focused on improving healthcare education.

Strategy

Increase post-secondary education attainment with a focus on underrepresented groups.

Key Actions and Results

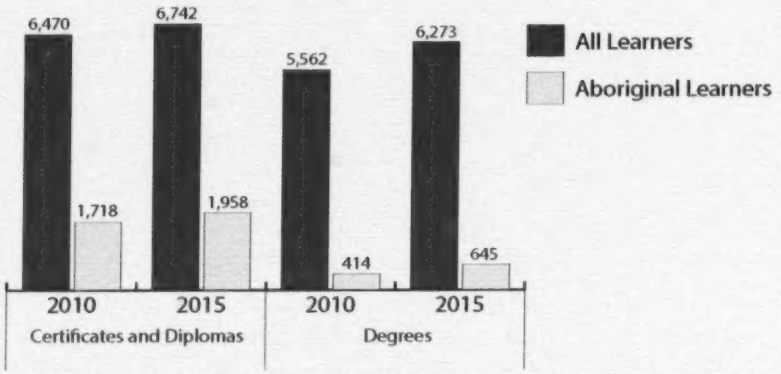
Increase funding to Saskatchewan Indian Institute of Technologies.

⇨ For 2015-16, SIIT received a general increase in operating funding, as well as a special operating increase to assist with increasing education and employment outcomes for First Nations and Métis students. In total, SIIT received over $400K more in operating funds compared to 2014-15.

Encourage institutions to increase enrolment of First Nations and Métis people.

- The number of self-identified Aboriginal students at Saskatchewan universities in the fall of 2015 increased by 6 per cent from the previous year to 3,902. The two universities awarded credentials to 741 Aboriginal students, an increase of 27 per cent over the previous year and 59 per cent since 2010.
- Nearly 3,500 Aboriginal students attended Sask Polytech, 18 per cent of the student population across all programs. Of those, 2,228 were enroled in post-secondary programs, representing 15 per cent of total post-secondary enrolments. This is a 3 per cent increase over the previous year and a 19 per cent increase since 2010-11.
- Aboriginal enrolment in all programs at regional colleges in 2014-15 was up 1 per cent from the previous year, but dropped for students in post-secondary programs by 4 per cent.
- In 2014-15, 93 per cent of SIIT students were either First Nations (86 per cent) or Métis (7 per cent) across all program areas, and 67 per cent of Aboriginal students in diploma programs returned to complete the second year of their program, compared to 54 per cent in 2013-14.

Post-Secondary Credentials Awarded by Credential Type and Aboriginal Status 2010 and 2015



Notes: Numbers reported may differ from previous reports due to a change in reporting methodology. In this report, counts reflect credentials awarded in a calendar year, whereas previous reports were based on fiscal or academic year reporting. This change primarily impacts numbers previously reported for the universities. With this new methodology a small proportion of the credentials reported in a given calendar year for non-university institutions may include some credentials awarded in the last six months of the previous year. Data reported for Private Vocational Schools only reflects Category I schools.

Source: U of R Office of Resource Planning; U of S Student Qualifications, Data Services; Sask Polytech Census Student Statistics for Academic Years 2009-10 to 2014-15 Annual Report Addendum (http://gosiast.com/about-siast/about-us/reports-and-statistics/student-data.aspx); SIIT Officials, SIIT Annual Report 2014-15 (http://www.siit.ca/ckfinder/userfiles/files/SIIT_AR_2014-15_WEB(1).pdf); Private Vocational School Student Statistics reported annually to the Ministry of Advanced Education, 2009-10 to 2014-15.

- In 2015, 20 per cent of credentials awarded were to Aboriginal students. Since 2010, there has been a 22 per cent increase in the number of credentials awarded to Aboriginal learners, compared to an 8 per cent increase among all learners.
- The Ministry invested nearly $20M in First Nations and Métis post-secondary education institutions and programs, including core operating funds to the First Nations University of Canada (FNUniv), SIIT, GDI, NORTEP and NORPAC. This represents a 48 per cent increase since 2007-08. This supports initiatives such as:
  - The Saskatchewan Urban Native Teacher Education Program (SUNTEP), a four-year Bachelor of Education program, offered by GDI in co-operation with the U of R and the U of S. Since 1984, 1,158 teachers have graduated from SUNTEP. The Ministry signed a new five-year agreement with GDI to continue the program.
  - NORTEP and NORPAC are programs offered by the Northern Teacher Education Program Council Inc. in collaboration with the U of R and the U of S. Credentials are awarded by both universities. Between 2011 and 2015, 73 NORTEP students completed their programs. Ninety per cent are employed, most in teaching or teaching-related professions in northern Saskatchewan. During the same period, 91 students successfully completed NORPAC courses. Forty-five per cent are continuing their education and 35 per cent are employed.
- Institutions are responding to the needs of First Nations and Métis students with supports and programs:
  - The Yorkton Tribal Council provided $150K over five years to provide scholarships to support First Nations and Métis students though an agreement with Parkland College. The funding is matched by SIOS.
  - Carlton Trail College is using a program from the Pacific Institute to improve student goal setting and engagement. Students learn flexibility, critical thinking, innovation, accountability and leadership.
  - Cumberland College formed a First Nations and Métis Advisory Council with representatives from eight communities to oversee indigenization of the College.
  - Several regional colleges introduced Strategic Enrolment Management to provide interventions, post-program supports and ongoing supports.
  - The U of S has a dedicated indigenous recruiter who travels to reserve schools around the province. The

institution offers personalized assistance with the application process to all First Nations, Métis and Inuit applicants who apply to any of the five direct-entry colleges.

- Sask Polytech's Aboriginal Student Achievement Plan (ASAP) provided scholarships, funding and emergency bursaries to over 500 students across three campuses. ASAP supports cultural activities on campus, such as pipe ceremonies, sweats, elder presentations, educational luncheons, honour ceremonies and awareness events (see story).

Encourage the universities to increase the retention of First Nations and Métis students between the first and second years of multi-year programs.

- The first- to second-year retention of First Nations and Métis students in direct-entry programs at the U of S was 63 per cent in the 2014-15 academic year, an increase of three per cent. The university's overall retention rate was 79 per cent.
- The first- to second-year retention rate for self-identified students at the U of R, including FNUniv, was 77 per cent for 2015. This data was not collected in previous years.
  - The U of R encourages aboriginal student retention through a number of programs, such as the Aboriginal Student Centre, the Aboriginal Career Centre, the Nitôncipâmin Omâ Student Success Program (OMA Program), targeted first-year orientation programs conducted in co-operation with the FNUniv, and focused bursary and scholarship programs.
  - FNUniv has student supports such as culturally sensitive academic advisors and Elders, financial aid, the Student Transition and Retention program, the Northern Campus Tutor Mentoring program, indigenous perspectives in all course offerings and degree programs, and programs to help students make the transition from high school to university.

Contribute to development of the government-wide disability strategy.

- The Saskatchewan Disability Strategy was endorsed by government in December of 2015. The goal is to ensure all citizens have the opportunity to access programs, services and training.
- Advanced Education formed an advisory group including post-secondary education institutions, students, the community and the Ministry. This group will guide the implementation of actions related to the post-secondary education sector.

Responding to the needs of First Nations and Métis students

The Aboriginal Student Achievement Plan (ASAP) at Sask Polytech addresses the unique needs of Aboriginal students.

"I just knew that ASAP was there," said Chantel Buffalo a recent graduate from the Hotel and Restaurant Management Program. "The counsellors were very welcoming, they would always come out of the office as soon as they saw a student walk in."

Sask Polytech's unique program hosts cultural activities and summer transition programs. It gives students a comfortable space to study in Aboriginal Activity Centres. It provides scholarships and emergency funding. ASAP has counsellors at the Saskatoon, Moose Jaw and Prince Albert campuses, each of whom meet with about 200 students a month. They are a welcoming presence, offering support before students step into a classroom.

Buffalo encourages Aboriginal students to stay in school. "It's about being able to commit to yourself and remain focused. To remind yourself you're in school for a reason."

And she says the support from ASAP can help students make it.

"They are the biggest help that you can find on campus."

- courtesy of Sask Polytech

Additional Information

Enrolments at Saskatchewan Post-Secondary Institutions

- ⇨ Enrolments have increased in the past five years.
- ⇨ University enrolment has increased six per cent since fall 2011, with a 12 per cent increase at the U of R and and three per cent increase at the U of S.
- ⇨ Enrolments at Sask Polytech have increased by 16 per cent since 2010-11, while enrolments at regional colleges remained steady. Other non-university institutions saw decreased enrolments.
- ⇨ Aboriginal enrolment is increasing at a faster rate than non-aboriginal enrolment.

Universities Fall Term Enrolment	Total Enrolment		Aboriginal Enrolment		
	Fall 2015	% Change 2011 to 2015	Fall 2015	% Change 2011 to 2015	% of Total Enrolment
University of Regina	14,360	12%	1,666	45%	12%
University of Saskatchewan	21,001	3%	2,236	39%	11%

Other Post-Secondary Institutions Annual Enrolment	Total Enrolment		Aboriginal Enrolment		
	2014-15	% Change 2010-11 to 2014-15	2014-15	% Change 2010-11 to 2014-15	% of Total Enrolment
Regional Colleges	19,588	-1%	2753	-8%	14%
Saskatchewan Polytechnic	15,104	14%	2228	19%	15%
Saskatchewan Indian Institute of Technologies	1,857	-9%	1676	-2%	90%
Private Vocational Schools	1,514	-23%	n/a	n/a	n/a
Dumont Technical Institute	219	-52%	212	-53%	97%

Notes: The university counts reflect fall term enrolments. Counts for all other institutions are based on annual headcounts. There is a one year lag time in reporting annualized headcounts because they are not available until after the close of the academic year. Adult Basic Education enrolments are not included in the above counts. Counts for Saskatchewan Polytechnic and Saskatchewan Indian Institute of Technologies reflect program enrolments; students taking courses outside of a program are not counted. Data reported for Private Vocational Schools only reflects Category I schools. Some double counting may occur across institutions resulting from students taking programs or courses at more than one institution, or in cases where more than one institution reports students in a brokered or collaborative program (such as the Saskatchewan Collaborative Bachelor of Science in nursing program that is offered jointly by the University of Regina and Saskatchewan Polytechnic). The four year decrease in enrolment at Dumont Technical Institute is a result of the availability of the federally funded Aboriginal Skills and Training Strategic Investment Fund, which funded 50 per cent of DTI's skills training programs in 2010-11; this funding was not available in 2014-15.

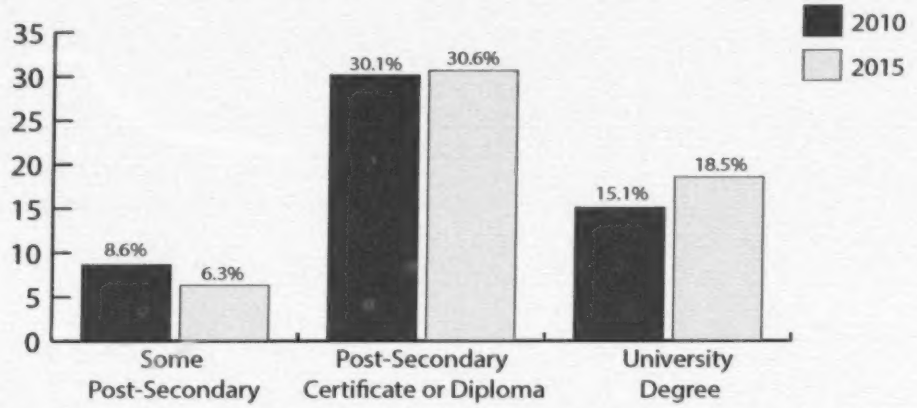
Sources:

- *U of R Office of Resource Planning*
- *U of S Data Services*
- *Sask Polytech Census Student Statistics for Academic Years 2009-10 to 2014-15 Annual Report Addendum (http://gosiast.com/about-siast/about-us/reports-and-statistics/student-data.aspx)*
- *SIIT Annual Report 2014-15 (http://www.siit.ca/ckfinder/userfiles/files/SIIT_AR_2014-15_WEB(1).pdf)*
- *Private Vocational School Student Statistics reported annually to the Ministry of Advanced Education, 2009-10 to 2014-15*
- *Regional College and Dumont Technical Institute 2014-15 Annual Reports*

Performance Measures

Post-Secondary Educational Attainment of Saskatchewan Population

Post-Secondary Educational Attainment of Saskatchewan Population
15 Years and Over, 2010 and 2015



Note: Rates may differ slightly from those reported in earlier reports due to the use of a custom tabulation of Statistics Canada's Labour Force Survey estimates instead of Statistics Canada's CANSIM Table 282-0004. The custom tabulation includes Aboriginal identity estimates which are used elsewhere in this report.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average.

Results:

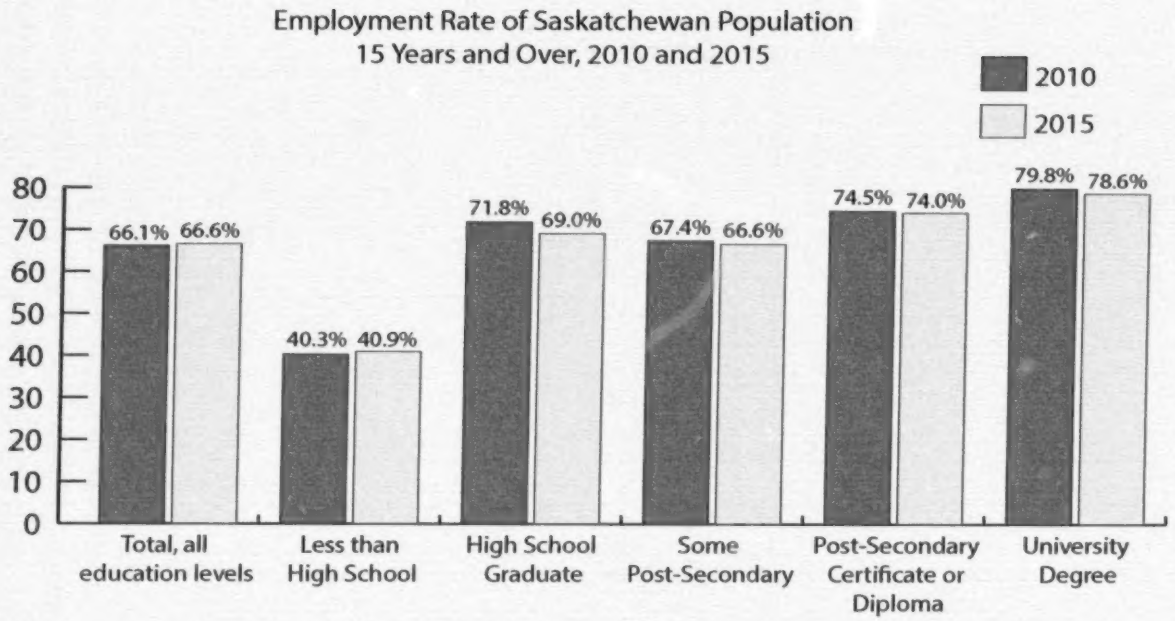
- ⇨ Post-secondary attainment of the Saskatchewan population over 15 years of age increased by 8 per cent since 2010. The greatest gains were in university degree attainment.

Although levels of educational attainment change slowly, it is critical that these levels continue to increase to support Saskatchewan's economic growth.

Government influences this by supporting an educational system that makes it easy for students to get into school and then helps them succeed. An effective post-secondary system has accessible, high-quality programs and services, an array of support services, and strategies to help graduates move into the labour force.

Although annual data is not available, the proportion of the total population with a post-secondary certificate or diploma has risen very slightly while the increase for the proportion of the population with a degree has risen just over three per cent between 2010 and 2015. The annual target has been met.

Employment Rate by Credential



Note: Rates may differ slightly from those reported in earlier reports due to the use of a custom tabulation of Statistics Canada's Labour Force Survey estimates instead of Statistics Canada's CANSIM Table 282-0004. The custom tabulation includes Aboriginal identity estimates which are used in this report.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average

Results:

⇨ Higher rates of employment are associated with higher levels of educational attainment.

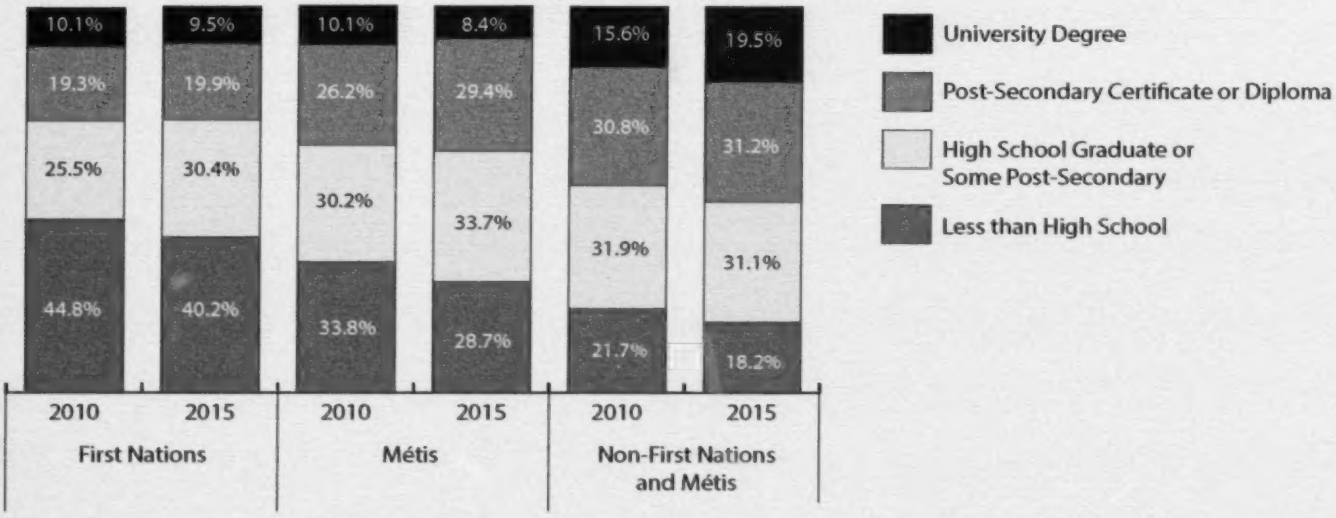
This chart demonstrates the critical impact education has on employment outcomes. People with a post-secondary certificate or diploma, or a university degree, have higher rates of employment.

Research indicates people with higher levels of education are more likely to have higher wages, higher rates of employment, shorter periods of unemployment and better health. Education is a key component of productivity growth, which results in a higher standard of living and supports the Government goal of growth and opportunity.

Although levels of educational attainment change slowly, it is critical these levels continue to increase for Saskatchewan to maintain a skilled and knowledgeable labour force. These numbers can be influenced through an array of support services and strategies to help graduates move into the labour force.

Rate of Educational Attainment

Rate of Educational Attainment of First Nations, Métis, and Non-First Nations and Métis Populations 15 Years and Over, 2010 and 2015



Note: Statistics Canada's Labour Force Survey includes information for off-reserve First Nations people only. The survey measures Aboriginal populations based on self-identification with at least one Aboriginal group (First Nations, Métis or Inuit). The Non-First Nations and Métis population reported above includes individuals that did not identify with an Aboriginal group. The educational attainment of the non-Aboriginal population is based on a larger sample size and therefore has a higher degree of statistical reliability than that for First Nations and Métis populations. Rates reported here may differ slightly from those reported in earlier reports due to Statistics Canada's 2015 population rebasing, which resulted in revisions back to 2001. Totals might not equal 100 per cent due to rounding errors.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average

Results:

- ⇨ Non-Aboriginal populations have higher rates of post-secondary educational attainment than First Nations and Métis populations.
- ⇨ Post-secondary attainment among First Nations have remained unchanged, while Métis and non-First Nations populations increased their higher education completion rates.
- ⇨ Progress since 2010 is mixed. Gains have been made in bringing attainment rates closer between non-First Nations populations and Aboriginal graduates for completion of diplomas and certificates. These gains have been offset by an increased gap in rates of university degree attainment.

Saskatchewan has a young and growing First Nations and Métis population. It is important that supports continue to be developed to ensure increasing numbers complete high school and succeed in post-secondary studies, and enter the workforce.

Federal and provincial governments – as well as employers and community-based organizations – can influence this measure by working with our post-secondary partners and students to address factors impacting outcomes for First Nations and Métis people. These include improving basic skills, establishing links to employment and providing needed supports.

There is still work needed to close the education gap between Aboriginal and non-Aboriginal people. Higher education is an important factor in gaining and maintaining employment, and fostering growth and opportunity. People with higher levels of education are more likely to have higher wages, shorter periods of unemployment and better health.

Government Goals

Sustaining growth and opportunities for Saskatchewan people
Meeting the challenges of growth
Securing a better quality of life for all Saskatchewan people
Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the International Education Strategy: investing in infrastructure and planning for growth; improving education outcomes; increasing immigration; and engaging the world.

The post-secondary system must promote economic growth and foster community and global development by being collaborative, efficient and fiscally responsible. The post-secondary system meets quality standards in its programs and services.

Ministry Goal

The Saskatchewan post-secondary system is sustainable, accountable and responsive.

Strategy

Provide operational and capital funding for post-secondary institutions.

Key Actions and Results

Provide operational funding.

- Operating and capital grants finance the day-to-day operations of institutions and provide funding to build and repair safe and productive learning environments.
- In 2014-15, $695M in operating and capital funding was given to post-secondary institutions.

Develop and implement a sector-wide capital plan.

- $37.4M in funding was provided for capital projects, including $22M for preventative maintenance and renewal. Some of the projects included:
  - $10.6M to renovate and expand Southeast College in Weyburn; and
  - $4.5M for the Parkland Trades and Technology Centre in Yorkton.
- The Ministry continued to invest in technological infrastructure that allows institutions to provide the latest educational tools to learners in the province. For example, the regional college telecommunications budget increased by $412K to $960K, allowing for:
  - a CommunityNet connection in La Loche to support GDI programming;
  - infrastructure to deliver additional bandwidth required for programming in Creighton;
  - a partnership with the Ministry of Education to provide network connectivity to Carlton Trail College's new location in Punnichy; and
  - increased bandwidth to support programs including NORTEC, NORPAC and GDI's Native Studies and Applied Research programs.
- Since 2007-08 the Government of Saskatchewan has provided almost $470M to support post-secondary infrastructure.

Strategy

Foster greater co-operation and integration among universities, regional colleges and technical institutes.

Key Actions and Results

Encourage post-secondary education sector collaboration.

- The Ministry has asked post-secondary institutions to identify ways to collaborate to improve opportunities and outcomes for students.
- Many Saskatchewan post-secondary institutions have developed partnerships to deliver programs to students, or have continued to support existing programs. For example:
  - The U of S, SIIT and Sask Polytech signed an agreement to create more learning pathways for students.

- The U of R and Sask Polytech continue to deliver joint Nursing and Nurse Practitioner programs.
- Parkland College worked with a number of technical institutions to offer National Fire Protection Agency training in various regions and several mining sites.
- Sask Polytech and the Edwards School of Business at the U of S signed an agreement allowing graduates of Sask Polytech's two-year Business Diploma Program to transfer into the third year of the four-year Bachelor of Commerce program.
- Sask Polytech and Otago Polytechnic (Dunedin, New Zealand) are collaborating on a project that will allow student, employee and academic information exchanges. Under the agreement, the two institutions will share expertise and resources to enhance programs and create cross-cultural awareness.

⇨ Institutions are working with outside stakeholders, including Crown corporations, government agencies and private sector companies to develop new programs in response to labour market needs. For example:

- SIIT, in partnership with Enbridge Inc. and Sask Polytech, is developing a training strategy for the Line3 Replacement Project which will contribute more than $1.1B to the provincial economy.
- North West College collaborated with Sask Polytech, the U of R and the Prairie North Health Region to pilot fourth year courses for the Saskatchewan Collaborative Bachelor of Science Nursing program. The program can train up to 35 students.
- Saskatchewan Applied Science Technologists & Technicians and Sask Polytech are partnering to develop and promote careers in technology.
- Southeast College opened its new Electrical Level 2 lab at the Saskatchewan Energy Training Institute in Estevan. The lab was built in collaboration with Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) and Western Diversification Canada.
- Southeast College is offering a Power Engineering Certificate program in partnership with SaskPower and the local school division in Coronach.
- Sask Polytech opened the expanded Simulation Centre at the Prince Albert campus and partnered with the Prince Albert Parkland Health Region, Parkland Ambulance and the Psychiatric and Practical Nursing programs to conduct mock interdisciplinary scenarios.

⇨ As institutions incorporate the Calls to Action from the Truth and Reconciliation Commission Report, many are collaborating on improvements to benefit First Nations and Métis students. For example:

- Five Saskatchewan institutions have signed on to the Colleges and Institutes Canada Indigenous Education Protocol: Sask Polytech, SIIT, Northwest College, Cumberland College and Parkland College. The protocol is an aspirational document supporting indigenous learners and communities by sharing best practices among institutions.
- The U of S sponsored a national forum on the post-secondary sector's role in addressing the Truth and Reconciliation Calls to Action.

⇨ Institutions are collaborating to improve services to students. For example:

- The universities work with four major federated colleges and a number of affiliated colleges to coordinate academic work. All offer degrees conferred by the two universities. Some student services and infrastructure arrangements, projects on recruitment, student awards and other services, are shared.
- Regional colleges, DTI, NORTEP/NORPAC, the SATCC, SIIT and Ministry of Economy are collaborating on the development of a new student information system.

⇨ The Ministry and institutions are also involved in partnerships to improve communication and collaboration. For example:

- The Ministry delivered secretariat support for the Post-Secondary International Education Council, which facilitates collaboration between government, post-secondary institutions, and industry.
- Representatives from Advanced Education, Ministry of the Economy and post-secondary technical institutions formed the Post-Secondary Technical Institute Council. The Council members collaborate on program planning to ensure the skills training needs of students, communities and employers are met and the system's capacity is maximized.
- The Skills Training Sector Planning Committee is developing a framework for increased collaboration and the reduction of student waitlists. Committee membership includes representatives from Advanced Education, Ministry of the Economy, Sask Polytech, GDI, SIIT, SATCC, Lakeland College and the seven regional colleges.

Increase efficiencies within the post-secondary sector.

- The Action Team on Growth and Sustainability identifies ways for member institutions to share and improves services. For example:
  - The U of R, U of S and Sask Poly introduced shared library resources, allowing current faculty, staff and students to borrow up to of 25 items at any participating library and return the items to any participating library.
  - Low-enrolment courses are available to university students through inter-campus teaching collaboration. At the end of 2015, 160 students had enrolled in those courses.
  - A purchasing card program established by the U of R and the U of S was expanded to include Sask Polytech. The group shares office supply purchases, customs brokerage, site licenses and access to jointly procured contracts.

Strategy

Encourage institutions to be more globally engaged.

Key Actions and Results

Increase the number of international students studying in Saskatchewan.

- The sector has made significant progress toward government's commitment of attracting 75 per cent more international students to Saskatchewan by 2020.
- In 2015-16, 5,161 international students studied in Saskatchewan, a 5 per cent increase year-over-year and a 41 per cent increase since 2011. Students are studying at institutions throughout the province (see story).
- Nine additional post-secondary institutions were designated under the International Student Program, bringing the total to 24. The Saskatchewan Designation Framework for the International Student Program outlines detailed standards for institutions to qualify to host international students.
- An international education marketing strategy was developed to increase awareness of Saskatchewan as a destination of choice for international students. International priority markets were identified. Mexico, Vietnam, and South Korea were identified as emerging markets where the focus will be on developing relationships.
- Over one-third of Saskatchewan international students are from China.

Encourage institutions to be more globally engaged

Hadiza and Hauwa Abbati Aliyu were born a year apart in northern Nigeria; their friends and families often call them twins because of their inseparable bond. Together, they arrived in Saskatchewan in fall 2014 to begin the business certificate program at Sask Polytech's Prince Albert campus.

This year, Hadiza and Hauwa worked towards an insurance diploma at Sask Polytech's Moose Jaw campus. "I love everything about my program because I've been accepted by my instructors. I don't feel different in class. I love insurance," said Hadiza. "Hauwa and I had the opportunity to work with SGI during the summer. Everyone was so nice and I got to fall in love with the work and everything it entails."

They graduated this spring and are excited to start their careers, preferably in Saskatchewan. "I don't care where I live as long as I'm in Saskatchewan," says Hauwa. "When you've been accepted in a place you really don't mind where you are," adds Hadiza. "We always miss home, but sometimes the people here make you feel like you don't really need to go home."

-courtesy of Hazida and Hauwa Abbati Aliyu and Sask Polytech

Inform international students and scholars of pathways for them to re-locate and work in Saskatchewan.

- The Post-Secondary International Education Council determined that the Ministry of the Economy would lead the work on clarifying provincial and federal immigration and work permit pathways for international students and scholars.

Strategy

Support Saskatchewan students to engage in international learning experiences.

Key Actions and Results

Begin implementation of the Saskatchewan International Future Scholarship.

- ⇨ The International Future Scholarship is still being developed.

Increase the number of students engaged in international learning experiences.

- ⇨ Students who study abroad gain valuable skills and experience, including languages, which increase their employability, strengthen relationships with international markets and benefit the provincial economy (see story).
- ⇨ The Ministry has committed to increasing the number of Saskatchewan students studying and working abroad by 50 per cent by 2020.
- ⇨ Over three-quarters of students studying outside of Canada are in the United States.

Strategy

Ensure programs meet defined standards.

Key Actions and Results

Fully implement new regulations for private vocational schools.

- ⇨ New regulations that better protect students from the potential consequences of a school closing and reduce red tape for operators were implemented in March 2016.

Ensure that new degree program applications undergo the Quality Assurance process.

- ⇨ A total of four new degree programs have been recommended for authorization by the SHEQAB since 2013.
- ⇨ In fall 2015, the SHEQAB conducted an organizational review of Sask Polytech and a program review of its proposed Bachelor of Construction Management degree. The Board's recommendation to the Minister is expected in 2016.

Support Saskatchewan students to engage in international learning experiences

Through the UR International Study Abroad Program, I recently had the opportunity to study at the University of Strathclyde in Glasgow, UK, from September 2014 to June 2015.

I decided to study abroad as I wanted to experience a different style of education and live independently in a foreign country. During my ten months abroad, it was important for me to have an open mind and be willing to take on new challenges. This mentality encouraged me to be more independent. More importantly, I have noticed a change in my social skills and self-confidence.

Pursuing my education abroad has also allowed me to become more informed towards other cultures and worldviews. Immersing myself in the Scottish education system was a great way to understand the people and their traditions. In addition, I was able to explore the UK and several other European countries during my studies. These experiences have given me valuable life skills. I am proud to say I now have the skills to live independently in a foreign country with a different culture.

-courtesy of Linda Nguyen

Strategy

Ensure the sector is accountable.

Key Actions and Results

Continue development of sector-wide post-secondary education indicators.

- ⇨ The Post-Secondary Indicators Project was introduced to all Saskatchewan post-secondary institutions in the summer of 2015. A pilot project to develop indicators on access, sustainability and quality is currently being developed by the Ministry along with the U of S, U of R, Sask Polytech, and a representative from the regional colleges, SIIT and DTI.
- ⇨ The project is expected to be implemented for the entire sector in 2020.

Continue implementing the Action Plan on Accountability and Governance.

- ⇨ The Ministry partnered with the Ministry of Health and the Saskatchewan School Boards Association to offer the Professional Director Education and Certification Program. Through this training, board governors from across the post-secondary sector learn, network and share leading practices.

Implement new business planning process for the training sector

- ⇨ All institutions are in their second year of multi-year business plan preparation. The minimum requirements were updated based on feedback from government and sector representatives.

Strategy

Continue to implement continuous improvement processes.

Key Actions and Results

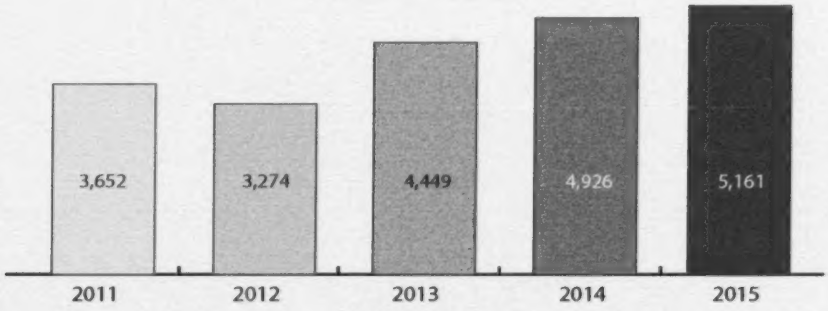
Continue to use Lean methodology and other continuous improvement approaches across the sector and within the Ministry.

- ⇨ Promoting and supporting Lean methodology in the sector allows post-secondary institutions to improve services, reduce costs, and improve processes. Six Lean events were held by institutions, including an Enterprise Business Modeling event at Sask Polytech to identify and plan future Lean activities.
- ⇨ A training sector event to improve the budgeting, forecasting and reporting processes brought together representatives from Advanced Education, Ministry of the Economy, seven regional colleges, SIIT, Sask Polytech and DTI. The team developed a multi-year business plan which eliminated the historical operational forecast and saved at least two days of staff time, effort and travel costs for each stakeholder.
- ⇨ Institutions continued to incorporate improvements identified in past events.

Performance Measures

International Students

Number of International Students Studying in Saskatchewan
Fall 2011 to Fall 2015



Note: Due to a change in the level of data available from Immigration, Refugees, and Citizenship Canada (formerly Citizenship and Immigration Canada) this source is no longer used. Data on international enrolments are now collected directly from Saskatchewan institutions.

Source: Fall (Sept-Dec) enrolment data provided directly from Saskatchewan post-secondary institutions designated within the International Student Program.

Results:

- International student enrolment increased 41 per cent since 2011.
- Most international students were enrolled in an undergraduate level program.

Saskatchewan Students Studying Aboard

No data is available at this time.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth*: increasing Saskatchewan's competitiveness; improving education outcomes; and connecting workers and employers and investing in skills training.

Government offers financial incentives to new graduates who choose to live and work in Saskatchewan. Post-secondary system also supports the labour market by providing gradutes the knowledge and skills to obtain and maintain sustainable employment.

Ministry Goal

Meet the demands of a growing province.

Strategy

Incent eligible graduates to stay in the province, or move to the province, after graduation.

Key Actions and Results

Support delivery of the Graduate Retention Program.

- ⇨ The Graduate Retention Program (GRP) supports the recruitment efforts of Saskatchewan's employers by providing a financial incentive for recent graduates to stay in or move to Saskatchewan. The program is administered by Advanced Education and the Ministry of Finance.
- ⇨ In 2014-15, the program provided a tax credit of up to $20,000 of tuition fees paid by post-secondary graduates who live in Saskatchewan for seven years following graduation.
- ⇨ In the 2015-16 budget, it was announced that the GRP would change from being a refundable and non-refundable tax credit, to a non-refundable income tax credit. Under the modified program, the GRP will be applied against the provincial tax payable by the individual.
- ⇨ As of March 31, 2016, over 10,000 post-secondary graduates received GRP certificates for the 2015 tax year. The certificates are worth a maximum tax rebate of $115M.

Strategy

Strengthen alignment between post-secondary education and employment.

Key Actions and Results

Encourage post-secondary institutions and industry to implement additional experiential learning opportunities.

- ⇨ Saskatchewan post-secondary institutions work with industry to increase experiential learning opportunities, giving students the chance to gain practical and relevant work experience as part of their education.
- ⇨ $270K in funding was provided to Mitacs Inc. to support the Accelerate internship program, linking graduate and post-doctoral students with industry.
- ⇨ Post-secondary institutions are developing ways to create and promote experiential learning opportunities. Some examples include:
  - ↳ North West College provides experiential learning to every student, often including programs that don't traditionally have practicums. In 2014-15, the College had 440 work experiences/practicums involving over 300 businesses, with a significant number of the students who completed their work placement hired by the same employer.
  - ↳ Sask Polytech offers Co-operative Education at the Moose Jaw Campus as a component of most business and all engineering technology diploma programs. There were 577 work-term placements in 2015, an increase of 3 per cent.

- Sask Polytech invested more than $830K to replace equipment in the simulation centres.
- The U of R continued its co-operative work/study program, placing nearly 800 students in employment experiences in 2015, 90 per cent with employers in Saskatchewan.

Encourage alignment of programs with labour market demand.

- When post-secondary institutions align programs with labour market demands, students and employers benefit. Students are able to find employment and employers have access to qualified applicants.
- Changes are based on regional and provincial needs assesssment undertaken by post-secondary institutions, including:
  - An additional $2.5M funded 40 more medical undergraduate seats, 60 more medical residency seats and 20 nurse practitioner seats, bringing the total investment to approximately $20M.
  - Northlands College developed a long-term agreement with Cameco to secure training and employment opportunities related to mining/trades.
  - Sask Polytech introduced or improved several programs, including:
    - A 36-week Civil Technician certificate program. This program also allows new Canadians to quickly earn Canadian educational credentials and enter the workforce.
    - A year-round Power Engineering Technology program.
    - A new Medical Device Reprocessing Technician Applied Certificate program with an enrolment of 20 students.
    - A new Licenced Practical Nursing Exit Option for the Saskatchewan Collaborative Bachelor of Science in Nursing program.
    - Skills upgrading for 80 paramedic trained firefighters with the city of Saskatoon to meet the requirement of the national occupation competency profile.
    - An additional 24 seats in the Business Certificate Program at the Saskatoon Campus, bringing the total to 72.
    - Doubling capacity to 36 seats in the School of Nursing Preoperative Nursing/Registered Nursing and Perioperative Nursing/Licenced Practical Nursing.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

We hold ourselves to the highest standards when delivering programs and services to students and institutions.

Ministry Goal

The Ministry is responsive and responsible.

Strategy

Continue to implement business improvement.

Key Actions and Results

Implement changes as identified through business process improvement processes.

- ⇨ The Ministry worked with Regional Colleges, DTI and the Ministry of the Economy to complete a Business Capability Assessment, which identified functionality gaps and possible efficiencies in our student information system.

Strategy

Respond to core review and evaluations.

Key Actions and Results

Continue to implement core program reviews in accordance with legislation. Incorporate client feedback into core reviews and program evaluations.

- ⇨ The Ministry reviewed two programs:
  - The Federal-Provincial Fellowship and Travel Bursaries to Study in French, which allows for minority-language and/or second-language post-secondary students in Saskatchewan to access opportunities in French in Saskatchewan and at bilingual or francophone Canadian institutions outside Saskatchewan. Client feedback was incorporated into this core review.
  - The Saskatchewan Advantage Scholarship, which is provided to all new Saskatchewan Grade 12 graduates.
- ⇨ The reviews concluded that:
  - funds provide enhanced opportunities for participation in post-secondary education for targeted groups;
  - funds are dispersed in an efficient and effective manner; and
  - the programs align with the Government's goals for growth.

Strategy

Ensure adequate information technology support for clients and stakeholders.

Key Actions and Results

Continue to improve the Ministry's client data system – the One Client Service Model.

- ⇨ The One Client Service Model (OCSM) supports:
  - delivery of Ministry's client-facing programs (e.g., Student Loans, GRP);
  - parts of the post-secondary sector (seven regional colleges, DTI and the SATCC); and
  - delivery of the PTA, Skills Training Benefit and SaskJobs on behalf of the Ministry of Economy.
- ⇨ The Ministry continued to invest to update hardware and software to improve client service and the online student loan application process. Recent upgrades include enhancements to the Advanced Education student portal and a significant refresh of the OCSM server hardware and software.

2015-16 Financial Overview

In 2015-16, the Ministry of Advanced Education had expenses of $771.8 million, a decrease of $11 million from the Budget Estimate of $782.8 million. In-year expenditure restraint efforts resulted in total savings of $17.4M, which were partly offset by additional funding requirements for GRP benefits that are being claimed for tax years prior to 2015.

The following table outlines information on actual and budgeted expenditures by subvote and subprogram. Explanations are provided for all variances that are $500,000 or greater.

Financial Statements

Expense Actuals

	(thousands of dollars)		
	2015-16 Budget	2015-16 Actual	Variance Over/(Under)
Subvote/Subprogram			
Central Management and Services (AE01)			
Minister's Salary	48	48	0
Executive Management	1,628	1,509	(119)
Central Services	9,872	7,828	(2,044)[1]
Accommodation Services	3,679	3,711	32
Subvote Total	15,227	13,096	(2,131)
Post-Secondary Education (AE02)			
Operational Support	2,948	2,552	(396)
Universities, Federated and Affiliated Colleges	476,539	474,087	(2,452)[2]
Technical Institutes	155,871	155,251	(620)[3]
Regional Colleges	28,754	28,725	(29)
Post-Secondary Capital Transfers	46,630	37,373	(9,257)[4]
Subvote Total	710,742	697,988	(12,754)
Student Supports (AE03)			
Operational Support	3,058	2,920	(138)
Saskatchewan Student Aid Fund	32,500	32,500	0
Graduate Retention Program	0	6,360	6,360[5]
Scholarships	14,495	12,199	(2,296)[6]
Saskatchewan Advantage Grant for Education Savings	6,500	6,553	53
Subvote Total	56,553	60,532	3,979
Total Expenditure	782,522	771,616	(10,906)
Capital Asset Acquisitions	0	(140)	(140)
Capital Asset Amortization	310	173	(137)
Total Advanced Education Expense	$782,832	771,649	(11,183)

Explanations of Major Variances

1. The majority of savings in Central Services was a result of postponing certain information technology projects, as well as general administrative savings achieved as part of the expenditure restraint exercise.
2. The variance is due to various expenditure restraint initiatives, including a 0.5% reduction in operating grants for certain institutions ($0.6M), the deferral of funding for the Canada Excellence Research Chair in Water Security at the U of S ($1.35M) and various special projects ($0.5M).
3. The variance is due to the expenditure restraint initiative, which resulted in a 0.5% reduction in operating grants for Sask Polytech, SIIT and DTI.
4. Savings were the result of withholding: $7.9M capital funding for the Health Sciences facility at the U of S; and $1.4M in preventative maintenance and renewal funding that had not been allocated to any particular institution.
5. Beginning with the 2015 income tax year, the GRP became a non-refundable income tax credit, meaning that the entire cost of the program is treated as a reduction in personal income tax revenues (i.e., no cost to the Ministry of Advanced Education). However, benefits continue to be claimed for income tax years prior to 2015. These claims include a refundable component, which creates an expense for Advanced Education. The variance reflects the Ministry's estimate of outstanding claims for the refundable portion of the GRP.
6. The variance is due to reduced spending on the SIOS, as part of the expenditure restraint exercise.

Summary of Revenues

The majority of the revenue for Advanced Education is directly tied to agreements with the federal government. All revenue collected is deposited into the General Revenue Fund.

For 2015-16, actual revenue was $12.8 million, an increase of $3.6 million from the $9.2 million budget.

The following table outlines information on actual and budgeted revenues. Explanations are provided for all variances that are $100,000 or greater.

Revenue Actuals

	(thousands of dollars)		
Revenue Category	Budget	Actual Revenue	Variance Over/(Under)
Privileges, Licences and Permits			
Other Miscellaneous Services	70	5	(65)
Property and Building Rentals	105	128	23
Subtotal	175	133	(42)
Sales, Services and Service Fee			
Other Registration Fees	18	18	1
Subtotal	18	18	1
Federal-Provincial Cost Sharing Programs	8,987	8,879	(108)[1]
Subtotal	8,987	8,879	(108)
Other Revenue			
Casual Revenue	5	8	3
Cash Refunds of Previous Year's Expenditures	10	17	7
Change in Previous Years' Estimates	-	3,742	3,742[2]
Subtotal	15	3,767	3,752
Total Revenue	$9,195	$12,798	$3,603

Explanations of Major Variances

1. The decrease is due to adjustments to estimates French Language program funding for previous years.
2. The increase is due to revised expenditure estimates from prior years relating to the Saskatchewan Advantage Grant for Education Savings program.

For More Information

If you have any questions or comments we invite you to call 1-800-597-8278 or contact:

Ministry of Advanced Education
1120 - 2010 12th Avenue
Regina, SK S4P 0M3

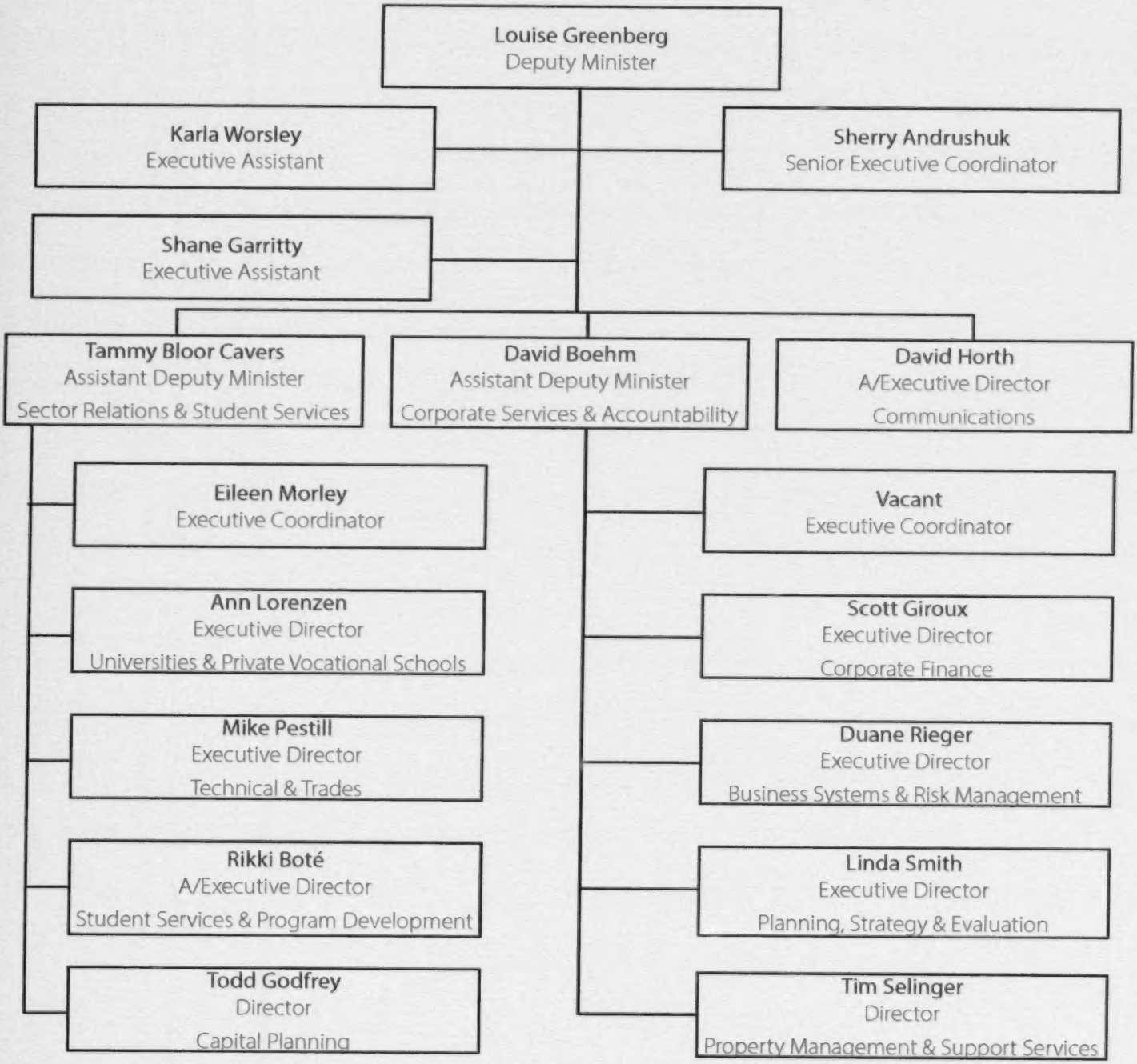
The Ministry of Advanced Education produces three annual reports. They are:

- The Ministry of Advanced Education Annual Report 2015-16
- Student Aid Fund Annual Report 2015-16
- Training Completion Fund Financial Statements 2015-16

To obtain more information about the programs and services contained in this Annual Report or to view other annual reports from this Ministry, please visit our website at saskatchewan.ca.

Appendices

Appendix A: Ministry of Advanced Education Executive Organization



Appendix B: List of Abbreviations

ABE	Adult Basic Education
ASAP	Aboriginal Student Achievement Plan, Sask Polytech
CANSIM	Statistics Canada's key socioeconomic database
DTI	Dumont Technical Institute
FNUniv	First Nations University of Canada
GDI	Gabriel Dumont Institute
GED	General Education Diploma
GRP	Graduate Retention Program
NORPAC	Northern Professional Access College
NORTEP	Northern Teacher Education Program
OMA	Nitôncipâmin Omâ Student Success Program
OCSM	One Client Service Model
PTA	Provincial Training Allowance
PVS	Private Vocational School
SAGES	Saskatchewan Advantage Grant for Education Savings
SAS	Saskatchewan Advantage Scholarship
Sask Polytech	Saskatchewan Polytechnic, formerly Saskatchewan Institute of Applied Science and Technology
SATCC	Saskatchewan Apprenticeship and Trade Certification Commission
SHEQAB	Saskatchewan Higher Education Quality Assurance Board
SIIT	Saskatchewan Indian Institute of Technologies
SIN	Social Insurance Number
SIOS	Saskatchewan Innovation and Opportunity Scholarship
SUNTEP	Saskatchewan Urban Native Teacher Education Program
U of R	University of Regina
U of S	University of Saskatchewan